Developing as a Leader
Course #94-854 (6 units), Fall 2015, mini 2
Thursdays 6:00-8:50
Hamburg Hall Room 2503
H. John Heinz III College of Public Policy and Management
Carnegie Mellon University

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Office hours for Denise and David are by appointment.

1. Course Description
This course introduces students to leadership via three learning frameworks: models, practice and
reflection. Using guest lectures, readings and videos, and small group discussions, the faculty will work
with the students to define leadership and provide applicable frameworks for their leadership practice.
Students will be able to experiment and practice different skills and styles in a safe environment where
they can receive useful feedback. To help students pursue their own personal path of leadership
development, our focus is on formulating personal goals, models and activities that sustain this
development over the course of their careers.

2. Course Objectives

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<thead>
<tr>
<th>Learning Objective</th>
<th>How Assessed</th>
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<tbody>
<tr>
<td>Learn tools for effective reflection and self-awareness</td>
<td>Class participation and papers</td>
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<tr>
<td>Determine your leadership values and your leadership plan of action</td>
<td>Class participation and papers</td>
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<tr>
<td>Listen to, respect and heed the advice and ideas of others</td>
<td>Class participation and papers</td>
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3. Course Materials
All materials are listed in the ‘Class Schedule’ section of this syllabus.

4. Expectations
This course requires significant reading and writing. It is expected that everyone will come to class
prepared to discuss the readings, that everyone will have answered the study questions. You are
couraged to discuss reading material before class in a study group with other members of the class.

Our goal is to make this an excellent learning experience for you. If at any time you feel that the course
is not meeting your expectations, PLEASE CONTACT ONE OF US. If you would prefer, please feel
free to speak with the program director, Andy Wasser.

Be respectful of others: arrive to class on time; do not return from break late with a coffee from the local
coffee shop; if you must leave class early, please let us know beforehand.
5. Evaluation/Grading

All assignments and class participation are graded on a point scale as outlined below. The maximum points one can achieve for the entire semester is 300. Final course grades will be assigned as follows:

<table>
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<tr>
<th>Letter Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>295-300</td>
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<tr>
<td>A</td>
<td>282-294.5</td>
</tr>
<tr>
<td>A-</td>
<td>273-281.5</td>
</tr>
<tr>
<td>B+</td>
<td>264-272.5</td>
</tr>
<tr>
<td>B</td>
<td>252-263.5</td>
</tr>
<tr>
<td>B-</td>
<td>243-251.5</td>
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<tr>
<td>C+</td>
<td>234-242.5</td>
</tr>
<tr>
<td>C</td>
<td>222-233.5</td>
</tr>
<tr>
<td>C-</td>
<td>213-221.5</td>
</tr>
<tr>
<td>D</td>
<td>181-212.5</td>
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<tr>
<td>F</td>
<td>Below 180</td>
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Class participation – 23% of course grade for a maximum of 70 points. Each student begins the semester with 60 points. Points are added or subtracted from the 60 according to the following:

- 0-10 points are added for class participation as evaluated over the course of the semester by the professors. We encourage and expect everyone to participate in class discussions and activities. Sharing your own knowledge and experience benefits the entire class. Constructive contribution to the class discussion and genuine listening to others is an important element of class participation. Keep in mind that high quality participation is the goal, not high quantity of airtime. In other words, it's not how much you talk, it's what you say that's important.

- Attendance is taken at all classes, including the first class. If a student is absent from class, 10 points are deducted from their participation score.

- There is a penalty for excessive absences. If you miss two classes, 30 points will be deducted from your final course grade. If you miss three classes, 45 points will be deducted from your final course grade. If you miss four or more classes, 60 points will be deducted from your final course grade. Additionally, if you are more than a few minutes late arriving to class, four points will be deducted from your class participation score. Clearly, we value your attendance in class!

Self-Reflection Journal – 30% of the course grade; there are five Journal entries, each worth 18 points maximum for a total of 90 points. A journal entry is not so much a record of what you have read, i.e. it is not a book report. Instead, it contains what you have learned and critically reflected on. It is unique to you and what you write is neither right nor wrong.

Studies show that ‘good’ learners organize their learning, set their own goals, seek practice opportunities and monitor and evaluate themselves effectively (Condrey, 1977; Langer, 1989; Tough, 1971). To develop these strategies, people need to become aware of themselves as learners and of the factors that influence their learning. One way to raise awareness is by keeping a learning log or diary (Learning How to Study Again, C. Dawson, 2004). It not only encourages reflection and preserves valuable insights, but can reveal attitudes and beliefs hindering learning.

For your Self-Reflection Journal entries, please answer the questions found on the final two pages of this syllabus. Note that there are different questions for each class. Please submit your entry via the ‘Journal’
feature on Blackboard. Note that ONLY Denise and David can see your personal Self-Reflection Journal entries, i.e. other students cannot see them.

Grading rubric for Self-Reflection Journal entries
1. Completeness and depth of answers and reflections. The paper answers the assigned question.
2. The paper probes, reflects, interprets and concludes. The paper doesn’t simply restate something that happened to you.
3. Refers to course reading/video materials and class discussions.
4. 1-3 points are deducted for each of the following:
   - Writing does not stay focused on its core points and/or lacks any particular point of focus.
   - Response is too short and does not include enough detail.
   - An assertion is made but not defended nor elaborated on; if you make an assertion/decision, you must defend it.
   - Excessively poor grammar, run on sentences, etc.
   - Journal entry turned in late.

NOTE: If you reference the books and the articles used in class, you do not need to cite/footnote. However, if you use other articles/books/websites not assigned in class, please cite/footnote them.

Final paper – 47% of course grade; 140 points maximum. The final paper is a reflection of where you are as a leader and a plan for how you will develop as a leader.

Our expectations of your paper:
- The paper will build on: 1) what you have written in your Self-Reflection Journal entries; 2) what we discussed in class; and 3) what you have read; and 4) what you practiced in your “Leadership Project” (refer to the last page of the syllabus for more information on the Leadership Project). The paper should incorporate as much course material (readings, videos, class discussion, Self-Reflection Journal Entries, guest speakers, etc.) as relevant to the insights regarding leadership that influence your plan.
- Your plan will be both actionable and realistic. And it should be something you are excited about carrying out.
- Your plan will incorporate the feedback you received from the ‘Reflective Best Self’ exercise.
- The recommended length of the paper is 1400-1600 words.
- All references must be cited and footnoted.

Grading rubric for Final Paper
1. Completeness and depth of answers and reflections. The paper answers the assigned question.
2. The paper probes, reflects, interprets and concludes. The paper doesn’t simply restate something that happened to you.
3. Refers to course reading/video materials and class discussions.
4. 5-10 points are deducted for each of the following:
   - Writing does not stay focused on its core points and/or lacks any particular point of focus.
   - Response is too short and does not include enough detail.
   - An assertion is made but not defended nor elaborated on; if you make an assertion/decision, you must defend it.
   - Excessively poor grammar or spelling.
   - Paper turned in late.

6. Academic Statement
You are expected to attend class, be prepared for class and participate in the discussions. Written assignments are due on or before the due date. If you must miss a class, please notify us with as much
advanced notice as possible; if you cannot talk with one of us directly, please leave a message on our voice mail or e-mail. For any class that you miss, you are responsible for obtaining the notes and related materials from another student.

Please let Denise or David know if you do not understand class material or requirements or if any special circumstance prevents you from completing a class requirement on time.

You are responsible to know and adhere to all University policies on academic integrity. The Heinz School provides a booklet on Plagiarism and Cheating and the University lists all policies on the web at www.cmu.edu/policies/documents/Cheating.html. Please acquaint yourself with their contents. Any cheating or plagiarism will result in failure in the course and your case will be referred to the Associate Dean, who may decide to take further action.

7. Recording academic classroom activities, lectures, etc.
Classroom activities, lectures, etc. may not be recorded without written permission from us (the instructors) in advance. If we permit a student to record classroom activities, lectures, etc., the student may do so for his/her own personal use only; additionally, no copies of the original recording can be made.

8. Leadership Competencies and Building Blocks
This course is part of the larger Heinz College program to develop Leadership Competencies. We will be working to connect the course with these competencies and your broader learning opportunities at Heinz. These ‘Leadership Competencies’ and ‘Building Blocks’ were developed by the Organizational Behavior faculty at Heinz College: Denise Rousseau, David Krackhardt, Linda Babcock and David Lassman.

Leadership: the ability to inspire and empower others through articulating actionable vision of future; motivate and inspire others to attain challenging organizational goals and mission.
- Empower others – Motivate, inspire and empower others thru empathy and respect.
- Develop actionable vision and strategy for future; get others to share the vision – Develop vision and strategy that encompass concerns of multiple stakeholders and generate actions to attain future possibilities. This includes the change management aspects of identifying the need for organizational change and developing effective change implementation.
- Mobilize resources – Mobilize resources to attain broader goals and mission, through use of social networks, negotiation strategies, and other interpersonal skills.

Management: the ability to motivate others to attain specific task or project objectives; coordinating work and resolving conflicts among others in order to attain these objectives.
- Constructive organizational practices – Execute practices (meetings, interpersonal treatment, and communications) to promote constructive group and organizational climate supporting quality decisions, continuous improvement, informative debate.
- Quality decision making – Displays critical thinking and use of evidence in decisions, while holding self and others accountable for making and implementing quality decisions.
- Negotiation – Effective conflict management and interpersonal problem solving.

BUILDING BLOCKS: Basic skills and behaviors that help build the above competencies. We will practice and reinforce these throughout the course.
1. Prioritizing and goal setting – filtering and focusing attention (inside organization and externally), being able to determine what is important and what isn’t, what to pay attention to now versus what
can wait until later, which information should be acted upon and which should not, knowing how
and where to get additional information to improve the filtering process and outcomes.
2. Promoting learning – reflecting, continuously learning, accepting and providing feedback.
3. Using effective processes to obtain information and support – generating ‘wisdom from the
crowd’; facilitating group discussion and decision-making; facilitating debate and constructive
conflict; obtaining buy-in; listening to and respecting the opinions and ideas of others, especially
those with opposing points of view; seeking best available evidence in understanding situation and
making decisions.
4. Building relationships – communicating, persuading and negotiating with a broad array of
stakeholders.
5. Holding self and others accountable: walk the talk; do what you say you are going to do; follow up
to hold others and yourself accountable; be consistent, fair and trustworthy.
6. Appropriate self-awareness – separating self (ego) from the situation in service of others and the
organization.
## Class Schedule

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Reading, Watching and Writing Assignments in Preparation for Class</th>
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| 10/29/15   | Course Introduction; define ‘leadership’ | • Course Syllabus (posted on Blackboard)  
• “Developing as a Leader: the Power of Mindful Engagement” by Susan J. Ashford and D. Scott DeRue (posted on Blackboard)  
• On Becoming a Leader, by Warren Bennis. Introduction through Chapter 3 (pages xi through xxxix and pages 1 through 66)  
Self-Reflection Journal Entry #1 is due prior to class |
| 11/5/15    | Vision, culture, hope for the future | • On Becoming a Leader, by Warren Bennis. Chapter 4 through the end of the book (pages 67 through 240)  
GUEST SPEAKERS: Scott Hollander (Executive Director) and Jonathan Budd (Associate Executive Director) of KidsVoice  
Self-Reflection Journal Entry #2 is due prior to class |
| 11/12/15   | Values-based leadership; ethics | • https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_a ction?language=en  
• “A Framework for Thinking Ethically” at: http://www.scu.edu/ethics/practicing/decision/framework.html  
GUEST SPEAKER: Bill O’Rourke. Bill held numerous executive positions at Alcoa, included CIO, Vice President of Environment, Health and Safety, and Sustainability, and President of Alcoa Russia  
Self-Reflection Journal Entry #3 is due prior to class |
| 11/19/15   | Difficult Conversations and real-time Leadership issues | • Practicing Positive Leadership, by Kim Cameron, Chapter 4: How to Deliver Negative Feedback Positively (pages 79-98)  
Self-Reflection Journal Entry #4 is due prior to class |
| 12/3/15    | Various Leadership Topics | • “Warren Bennis’ Legacy”, posted on Blackboard  
Self-Reflection Journal Entry #5 is due prior to class |
| 12/10/15   | Emotional Intelligence | • Leadership: The Power of Emotional Intelligence, by Daniel Goleman, Chapters 8 and 9 (pages 85-101) posted on Blackboard.  
”Emotional Intelligence & Leadership” by Er. Vipin Mittal and Dr. Ekta Sindhu (posted on Blackboard)  
• Practicing Positive Leadership, by Kim Cameron, pages 54-67 (posted on Blackboard)  
GUEST SPEAKER: To Be Announced |
| 12/17/15   | Summary and Wrap up | • ‘Five Resolutions for Aspiring Leaders’ (posted on Blackboard)  
• ‘8 Core Beliefs of Extraordinary Bosses’ (posted on Blackboard) |
| 12/19/15   | No Class | Final paper due |
Self-Reflection Journal Questions
500-800 words is the recommended length. If your journal entry is much less than 500 words, you might not be thorough enough; if it is much more than 800 words, you might be verbose. The recommended word count is just that, a recommendation. If you really need to write 2000 words, that is OK. After all, these are YOUR introspections and we do not wish to create hard-and-fast, artificial limits.

Class #1 – Introduction to the course; introduction to leadership
1. What are your leadership strengths? Think of examples that illustrate these strengths.
2. What are your greatest needs for development as a leader, i.e. which behaviors do you need to improve via practice and attention, and which behaviors do you need to alter or stop? Think of examples that illustrate these development needs.
3. What could keep you from actively participating in the class discussions? What could cause you to NOT share your ideas and opinions in a classroom setting?
4. When in your life have you been especially reflective? What was the situation and what was the result? Why is reflection so important? What actions do you take that aid you in being reflective?
5. Complete the ‘Pre-Course Survey of Leadership Competencies’.

Class #2 – Vision, culture and hope for the future
1. What are two or three experiences in your life that tested your limits, that were very difficult and perhaps life changing?
   • How did you feel at the time?
   • What resources did you call upon to help you cope with the situation?
   • How did you resolve the issue/situation?
   • How did it shape you and your views of the world?
2. What people in your life do you admire and why?
3. What current or historical leaders do you admire and why?
4. Provide a brief description of your ‘Leadership Project’ – refer to the last page of the syllabus for more information on the Leadership Project.

Class #3 – Values-based leadership and ethics
Consider a leader with whom (or for whom) you have worked and answer the following questions:
   • What were the values that leader manifest? The values can be positive or negative.
   • How did the leader articulate the values?
   • Were they effective leaders, i.e. did people embrace the values and did the organization successfully achieve its goals?
   • What words would you use to describe how you felt working for this leader? One way to think about this is: what emotions did you feel for this leader?
   • What did you learn from this exercise of reflecting on this leader?

Class 4 – Having difficult conversations and ethics (continued from prior class)
1. Reflect on one instance when you failed to rise to a moral challenge. What were the circumstances? What pressures did you feel? Why did you behave the way you did?
2. When a peer’s/colleague’s performance is negatively affecting your organization what can you do? What can you do to influence peers and colleagues (not subordinates and not your supervisor) to help the organization achieve better results? If you have examples (both good and bad) please share them.
   NOTE: Also in class, we will discuss your ‘Leadership Projects’. In particular, consider challenges you are having currently or expect to have with your project. Come to class prepared to share the challenge.
Class 5 – Various Leadership Topics
1. Many of you aren’t in leadership positions yet. What can you do to prepare yourself for a leadership position? What can you do to create opportunities for practicing leadership and learning about leadership?
2. Many of you commented that you would like to discuss Warren Bennis’s book *On Becoming a Leader*, which we will do in the December 3rd class. In preparation, please write about this in your journal entry:
   What is the one key lesson or concept you learned from Bennis' book? Describe the implications this lesson had for you in a prior job, or may have for you in a current or future job.

NOTE: In the previous class (November 19th), we discussed a few of your ‘Leadership Projects’. In the next class, we will discuss additional Leadership projects. Just as in the last class, consider challenges you are having currently or expect to have with your project. Come to class prepared to share the challenge with the class. The class (and the professors) will offer feedback to help you better handle this challenge. You are NOT required to write about this in your journal entry; this is for class discussion only.

Class 6 – Emotional Intelligence
None

Class 7 – Wrap up and Summary
There is no formal Reflection Journal Entry. In our final class, we will discuss topics of your choosing. Of course these topics should have something to do with Leadership. Send David topics of interest and we will come to class prepared to lead a class discussion on them. PLEASE E-MAIL YOUR DISCUSSION TOPIC IDEAS AT LEAST THREE DAYS PRIOR TO THE FINAL CLASS SO THAT WE HAVE ENOUGH TIME TO PREPARE FOR CLASS.

Also, please complete the ‘Course Content Eval Leadership’ form, which you received at the beginning of the course, and bring it to class or e-mail it to David. We value your feedback so please take the time to complete this carefully.

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Leadership Project
Learning by doing is an important aspect of developing your leadership competencies. In our class, you will undertake a personal leadership project in which you will intervene in a social situation to make a change using your leadership skills. This project of your own choosing will be an intervention you undertake to:
   a) improve the performance of a group,
   b) enhance the culture or climate of an organization, or
   c) otherwise influence the behavior and attitudes of others by using your leadership skills.

Here are two examples (these are just illustrations as you should tap your creativity and personal interests in choosing your leadership project).
   Example #1: Helping to better promote a stronger culture of professionalism at Heinz.
   Given the diversity of students and interests and the pressures of course work and job hunting, Heinz students often fail to take full advantage of the programs and activities the school offers for...
their professional development. One common complaint is that students will sign up for but then not attend talks by guest speakers. It is a lost development opportunity, tarnishes our reputation among outside visitors when seats are empty, and otherwise deprives people who didn’t sign up early enough of a chance to attend. What might you do to encourage more regular participation and engagement with external speakers among your peers?

**Example #2:** Practicing your leadership skills as a contribution to your systems project.

Suppose that your systems group is challenged to motivate all its members to perform the activities agreed upon in a timely way or with appropriate quality. How might you use class concepts like goal setting, envisioning, modelling, support, and feedback to improve member contributions and overall performance?

Your Leadership Project would report on the following:

- The target behaviors you wish to introduce or change
- The leadership interventions you initially attempt and their consequences.
- Modifications you make to your approach over time and their consequences.
- What you learned at the end of the “project” and what you might have done differently.

Your Leadership Project can be included in your Self-Reflection Journal Entries written each week for class and must be described in your Final Paper as part of your learning experience.